

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

ELEMENTARY SCHOOL (K – 5) CASE STUDY DATA COLLECTION FORM

NEW HAMPSHIRE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

CASE STUDY DATA COLLECTION FORM INSTRUCTIONS

The data collection form is used to record evidence of effective programming including special education, supplementary aids and/or related services that have resulted in improved achievement. The case study process is a complete review of relevant student information, including IEP, consideration of Least Restrictive Environment (LRE), portfolio of work, discipline information and other relevant data. The case study team, made up of staff who work with this student, is asked to review each focus area (Access to the General Curriculum, Transition and Behavior Strategies and Discipline) by stating the evidence provided by the school. Case study teams will include both general and special educators, as well as related service providers. Teams may also include parents, students, LEAs, Para educators, DCYF, outside agency representatives, and/or other relevant persons.

The person(s) providing the information shows pertinent evidence to the case study team members in response to each question. The case study team members note the evidence cited in the space provided on this data collection form. For example: evidence of the student's access to the general curriculum could be a copy of the student's schedule, formative and summative assessments, direct classroom observation, progress reports, report cards, an IEP reference, the student's permanent record, discipline data or record of participation in afterschool activities.

You are asked to provide each visiting team member with a copy of the completed Case Study Data Collection Form at the beginning of the case study presentation.

Student's First Name & Last Initial:	NHSEIS #:	Grade:	Age:	Date of Birth:
School:	Sending SAU:			
Educational Disability(ies):	Type of Program:			Date:
Supplementary Aids and Services:	Related Services:			

Person Providing Information:	Position:
Person Providing Information:	Position:
Person Providing Information:	Position:
Person Providing Information:	Position:
Person Providing Information:	Position:
Person Providing Information:	Position:

Student Profile

Student Profile Instructions:

Please provide an overview of the student's educational background. Include information that will provide the case study audience with a snapshot of the student's educational disability(ies) as well as information on progress regarding academic achievement and previous placements.

IEP Progress Instructions:

In addition to the student profile, select one IEP goal and graphically display measurement of progress over a 3-year period.

As we look at the focus areas of: 1) Access to the General Curriculum, 2) Transition and 3) Behavior Strategies and Discipline, the following questions may help to gather data for considering the quality of services and programs.

Section 1

ACCESS TO THE GENERAL CURRICULUM	EVIDENCE/DATA
<p>1. When developing the IEP, describe the process used to consider the student's strengths; the parents' concerns for enhancing their child's education; the results of the most recent evaluation; and the academic, developmental and functional needs of the child¹.</p>	
<p>2. Describe the system of routine communication among <i>all</i> staff members (instructional and residential) who provide direct services for the student in the process of planning for that child, and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities².</p>	
<p>3. What individual, classroom based, school wide, district and/or state measures have been used to:</p> <ul style="list-style-type: none"> • Determine this student's present level of academic achievement and functional performance³? • Assess this student's progress toward IEP goals⁴? 	

¹ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

² Ed 1114.05(h) Program Requirements

³ Ed 1109.01 (a)(1) Elements of an Individualized Program; CFR 300.320 (a) Definition of IEP

⁴ Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

<p>4. How many goals does the IEP have?</p> <p>How many of those goals are written in measurable terms⁵ which must include:</p> <ul style="list-style-type: none"> • Baseline • Duration of the goal • Target • Method of measurement • Conditions that must be present <p>Please provide evidence.</p>	
<p>5. The student's IEP includes at least one functional goal (as applicable).⁶</p>	
<p>6. IEP Goals:</p> <ul style="list-style-type: none"> • Provide evidence of the student's progress toward meeting measurable goals over the past three years⁷. • If the student did not progress, describe the changes that have been made⁸. 	

⁵ Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

⁶ Ed 1102.01(u) Definitions Functional Goal *Functional goal* "means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance"

⁷ Ed 1109.01 Elements of an IEP

⁸ Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

<p>7. Provide evidence and documentation that the special education, supplementary aids and/or related services as described in the IEP have been delivered⁹.</p>	
<p>8. Provide evidence that NH Minimum Standards for required subjects (elementary curriculum) are provided to the student that includes the daily schedule, record of attendance in class and progress in the required subjects for the student's grade level¹⁰.</p>	
<p>9. Provide the student's daily schedule and highlight the activities and classes in which the student participates with non-disabled peers.</p>	
<p>10.</p> <ul style="list-style-type: none"> • Describe how this student is actively participating and making progress in the general curriculum and how this involvement and program are measured¹¹. • Please show examples of student work that connects to NH Curriculum Frameworks and Common Core State Standards (CCSS). 	

⁹ Ed 1109.04 (b) Copies of the IEP and evidence of implementation

¹⁰ Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

¹¹ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<p>11. What are the accommodations¹² and/or modifications¹³, as described in the IEP, which allow the student to access, participate and show progress in the general curriculum¹⁴? How are they monitored for effectiveness?</p>	
<p>12.</p> <ul style="list-style-type: none"> • Describe this student's progress on state, school-wide and classroom based assessments over the last three years¹⁵. • Describe any individual appropriate accommodations in the student's IEP that are necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments¹⁶. 	
<p>13. Describe the supports and accommodations provided to this student to allow participation in extracurricular and other non-academic activities¹⁷.</p>	

¹² "Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

¹³ "Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

¹⁴ Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁵ Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

¹⁶ Ed 1109.01 Elements of an IEP; CFR 300.320 (6)(i) Definition of Individualized Education Program

¹⁷ Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<p>14.</p> <ul style="list-style-type: none"> • Provide evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)¹⁸. • During the course of the current IEP, what considerations have been made to improve/increase this student's participation and progress in the LRE (e.g., general/special education collaboration time, support staff, resources)? 	
<p>15. Is the student's IEP reasonably calculated to result in educational benefit?</p>	

¹⁸ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

**THE CASE STUDY TEAM AND VISITING TEAM WILL COMPLETE THE SECTION BELOW TOGETHER
AT THE CASE STUDY COMPLIANCE REVIEW**

ACCESS TO THE GENERAL CURRICULUM STATEMENTS	YES	NO	N/A
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child ¹ .			
2. There is evidence of a system of communication among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities ² .			
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program ^{3, 4} .			
4. All IEP goals are written in measurable terms ⁵ .			
5. Student's IEP has at least one functional goal (as applicable) ⁶ .			
6. There is evidence that the student has made progress in IEP Goals over the past three years ^{7, 8} .			
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered ⁹ .			
8. There is evidence that NH Minimum Standards for required subjects (elementary curriculum) are met and provided to the student ¹⁰ .			
9. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum (aligned with NH Curriculum Frameworks/CCSS) ¹¹ .			
10. There is evidence that the accommodations ¹² and/or modifications ¹³ , as described in the IEP allows the student to access, participate and show progress in the general curriculum ¹⁴ .			
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments ^{15, 16} .			
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities ¹⁷ .			
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) ¹⁸ .			
14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.			

Section 2

Transitional activities for younger students includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, or (c) age 16 or older, as well as from grade and school to school as well as compliance with specific transition planning and services as described in state and federal rules and regulations.

TRANSITION ¹⁹	EVIDENCE/DATA
1. Describe the transition process of the student from the previous environment to the current placement. Were the IEP, evaluation summary and other related documents received in a timely manner ²⁰ ?	
2. Provide evidence and documentation that special education, supplementary aids and/or related services described in the IEP have been delivered at the time of transition. ²¹	
3. What additional information, procedures, training and/or materials would have been helpful for you to have in advance to help you implement an effective transition for this student?	

¹⁹ This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

²⁰ ED 1114.05 Program Requirements

²¹ Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

<p>4. Describe how the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior²².</p>	
<p>5. What is the evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment²³?</p> <ul style="list-style-type: none"> • Are agencies outside of the school involved in transition planning/services or placement change? If so, which one(s)? 	
<p>6. Describe the collaboration between the LEA and the non-public school in the development, review and revision of the IEP²⁴.</p>	
<p>7. Describe the collaboration process between general and special education staff in the development, review and revision of IEPs and including transition planning for this student²⁵.</p>	

²² Ed 1114.05 Program Requirements

²³ Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

²⁴ Ed 1109.05 IEPs for Children Placed in Private Providers of Special education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

²⁵ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<p>8. Describe how the student and parents have been involved in transition discussions and activities²⁶.</p>	
<p>9. Provide evidence that outside agencies who are involved with this student's transition have participated in transition planning²⁷ (e.g. DCYF, DJJS, and Area Agency).</p>	

²⁶ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

²⁷ Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

**THE CASE STUDY TEAM AND VISITING TEAM WILL COMPLETE THE SECTION BELOW TOGETHER
AT THE CASE STUDY COMPLIANCE REVIEW**

TRANSITION STATEMENTS	YES	NO
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner ²⁰ .		
2. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition ²¹ .		
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior ²² .		
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment ²³ .		
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP ²⁴ .		
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs and including transition planning for this student ²⁵ .		
7. There is evidence that the student and parents have been involved in transition discussions and activities ²⁶ .		
8. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) ²⁷ .		

Section 3

BEHAVIOR STRATEGIES AND DISCIPLINE	EVIDENCE/DATA
<p>1. Provide evidence in the case of a child whose behavior impedes the student's learning or that of others, that the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented²⁸.</p>	
<p>2. What data did the team use to determine how this student's behaviors have affected his/her ability to learn and his/her overall success in school?</p>	
<p>3.</p> <ul style="list-style-type: none"> • Briefly summarize this student's disciplinary record at the current placement: Please include suspensions, expulsions, time-outs, parent notifications, etc., and indicate the length of time this record reflects. • If a pattern of behavioral incidents exist, has the IEP team conducted a functional behavior assessment of the student's behavior²⁹? • If a functional assessment has been conducted, has the IEP team developed a behavior intervention plan to address the behaviors? Provide evidence that the behavior intervention plan is being implemented and effective³⁰. 	

²⁸ Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

²⁹ Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

³⁰ Ed 1102.01 Definitions (n)

<p>4.</p> <ul style="list-style-type: none"> • What positive behavioral interventions, strategies and supports have been developed to address the student's behaviors³¹? • If this student has a behavior plan in place, does it describe these interventions, strategies and supports? 	
<p>5. Who has been involved in determining these behavioral interventions, strategies and supports?</p>	
<p>6. How have the interventions, strategies and supports been communicated to the student, parents and key school personnel³²?</p>	
<p>7.</p> <ul style="list-style-type: none"> • Who has been involved in implementing and monitoring these behavioral interventions, strategies and supports³³? • What professional development has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies? 	

³¹ Ed 1114.07 Behavioral Interventions

³² Ed 1114.05 Program Requirements

³³ Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

<p>8. Have aversive behavioral interventions³⁴ ever been applied with this student? If so, is it authorized in writing by a physician and the IEP team and included in the student's IEP³⁵?</p>	
<p>9. Show the data that the team uses to demonstrate the results of the behavioral interventions, strategies and supports³⁶.</p>	
<p>10.</p> <ul style="list-style-type: none"> • Does a school-wide behavioral intervention model exist? • If so, how does it support and align with the behavioral interventions for this student? 	

³⁴ Ed 1113.06 (a)(b) Use of Aversive Behavioral Interventions “Aversive Behavioral Interventions” means (1) A non-medical mechanical restraint that physically restricts student’s movement; and (2) physical restraint, not in response to a threat of imminent, serious, physical harm.

³⁵ Ed 1114.09 Use of Aversive Behavioral Interventions

³⁶ Ed 1114.07 (a) Behavioral Interventions

**THE CASE STUDY TEAM AND VISITING TEAM WILL COMPLETE THE SECTION BELOW TOGETHER
AT THE CASE STUDY COMPLIANCE REVIEW**

BEHAVIOR STRATEGIES AND DISCIPLINE STATEMENTS	YES	NO	N/A
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented ²⁸ .			
2. There is evidence that data are used to determine impact of student behavior on his/her learning?			
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior ²⁹ ?			
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that describes strategies and supports ³⁰ ?			
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior ³¹ .			
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel ³² .			
7. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies ³³ .			
8. If aversive behavioral interventions were used there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP ^{34, 35} .			
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports ³⁶ .			
10. A school-wide behavior intervention model exists.			

Thank you for your time.